

OLD POINTE ELEMENTARY

380 Old Pointe School Road
Rock Hill, SC 29732

GRADES K-5 Elementary School

ENROLLMENT 522 Students

PRINCIPAL Allen L. Bogan 803-980-2040

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	33	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

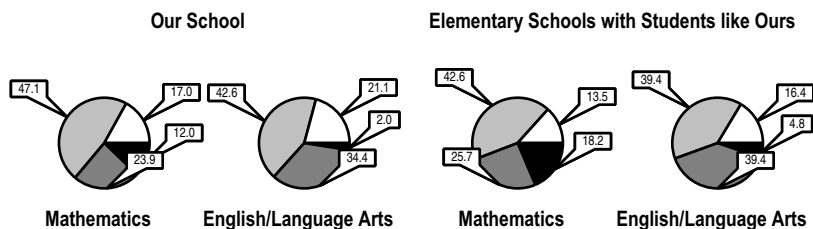
FOR MORE INFORMATION, VISIT WEBSITES AT:




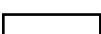
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	69	42
Percent satisfied with learning environment	100.0%	92.8%	90.2%
Percent satisfied with social and physical environment	100.0%	95.5%	71.8%
Percent satisfied with home-school relations	100.0%	91.3%	92.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	266	98.9	21.1	42.6	34.4	2.0	36.3	17.6
Gender								
Male	129	98.4	28.2	41.1	29.8	0.8	30.6	17.6
Female	137	99.3	14.4	43.9	38.6	3.0	41.7	17.6
Racial/Ethnic Group								
White	155	98.7	11.2	42.8	42.8	3.3	46.1	17.6
African-American	104	99.0	37.1	44.3	18.6	N/A	18.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	236	98.7	16.8	43.8	37.2	2.2	39.4	17.6
Disabled	30	100.0	53.3	33.3	13.3	N/A	13.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	266	98.9	21.1	42.6	34.4	2.0	36.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	266	98.9	21.1	42.6	34.4	2.0	36.3	17.6
Socio-Economic Status								
Subsidized meals	100	97.0	38.2	47.2	14.6	N/A	14.6	17.6
Full-pay meals	166	100.0	12.0	40.1	44.9	3.0	47.9	17.6

Mathematics								
All students	266	100.0	17.0	47.1	23.9	12.0	35.9	15.5
Gender								
Male	129	100.0	17.5	51.6	19.0	11.9	31.0	15.5
Female	137	100.0	16.5	42.9	28.6	12.0	40.6	15.5
Racial/Ethnic Group								
White	155	100.0	10.4	38.3	31.8	19.5	51.3	15.5
African-American	104	100.0	28.6	60.2	11.2	N/A	11.2	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	236	100.0	13.1	48.0	25.8	13.1	38.9	15.5
Disabled	30	100.0	46.7	40.0	10.0	3.3	13.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	266	100.0	17.0	47.1	23.9	12.0	35.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	266	100.0	17.0	47.1	23.9	12.0	35.9	15.5
Socio-Economic Status								
Subsidized meals	100	100.0	32.6	57.6	8.7	1.1	9.8	15.5
Full-pay meals	166	100.0	8.4	41.3	32.3	18.0	50.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	98.9	12.9	34.1	48.2	4.7	52.9
	Grade 4	102	99.0	23.5	43.9	31.6	1.0	32.7
	Grade 5	76	98.7	27.4	50.7	21.9	N/A	21.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	12.8	50.0	26.7	10.5	37.2
	Grade 4	102	100.0	14.1	47.5	22.2	16.2	38.4
	Grade 5	76	100.0	25.7	43.2	23.0	8.1	31.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 522)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.1%	N/A	1.9%	2.4%
Attendance rate	96.8%	N/A	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.4%	N/A	24.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	N/A	6.8%	8.0%
Older than usual for grade	0.2%	N/A	0.6%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	46.7%	N/A	53.6%	50.0%
Continuing contract teachers	93.3%	N/A	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.6%	86.2%
Teacher attendance rate	N/R	N/R	96.0%	95.3%
Average teacher salary	\$40,604	N/A	\$41,761	\$39,909
Prof. development days/teacher	6.7 days	N/R	10.1 days	11.4 days

School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio	21.7 to 1	N/R	20.2 to 1	18.9 to 1
Prime instructional time	N/R	N/R	91.1%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,348	\$5,892
Percent spent on teacher salaries*	N/A	N/A	68.5%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	97.0%	N/R	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Construction on Old Pointe Elementary School was completed in July 2002. The school name was selected because of significant historical events in the community related to a post office and a railway depot that were named Old Pointe. Students attended classes for the first time on Thursday, August 8, 2002. A district student reassignment plan resulted in a student population that previously attended six other schools in the district. The faculty and staff came from twelve district schools and several schools in other districts. During our first year in operation, a lot of effort went into creating a new school community from a diverse population from many other school communities.

During this school year our three primary goals were to form a cohesive faculty and staff, to provide an effective literacy program that ensures student achievement in the areas of reading and writing, and to implement a Character Education Program that promotes a positive school climate.

Some of our 2002-2003 accomplishments include the following:

1. Formed an active School Improvement Council.
2. Formed an effective Parent-Teacher Organization.
3. Raised funds through the PTO and spent over \$15,000 on school projects.
4. Established a Literacy closet to support our instructional program that contains over \$10,000 worth of books.
5. Equipped a television studio and operated a daily television show run by students.
6. Received over \$4,000 in grants to fund school projects
7. Implemented a Character Education program which recognized students for positive behavior and demonstration of the eight virtues on which we focused.

The 2002-2003 school year was very exciting for our students, parents and staff. Opening a new facility and creating a new school community provided us with many challenges and rewards. As we enter a second year, we will strive to make improvements in our school programs.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.